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ABSTRACT

This supplement is a resource for helping kindergarten through third grade students show increasing competence in understanding and using standard English to produce oral and written communication that is readily understood by others. It notes that kindergarten through third graders are expected to demonstrate continuous progress toward the use of penmanship, grammar, mechanics, and standard English in the context of writing and speaking. The supplement includes benchmarks, assessments, and instructional intervention strategies for each grade. Benchmarks in the supplement outline what students should know and be able to do to meet mandated competencies; informal and observational assessments determine if benchmarks are being met; and instructional intervention strategies assist a child in meeting a benchmark. A list of sentence patterns, which represent the order in which words appear in a sentence, is included, as are sample writing assessment rubrics. A list of online resources contains 37 Web sites, and a glossary lists 42 technology terms. (PM)

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ED 466 003

Writing Instructional Intervention Supplement
Grades K-3

2002

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CS 511 298

Introduction to the Process of Instructional Intervention

In an effort to support Mississippi schools in developing and fostering a balanced approach to instruction, the Office of Reading/Early Childhood/Language Arts has developed Instructional Intervention Supplements for Reading and Writing to assist students in meeting competencies of the Mississippi Language Arts Framework(2000) . The Mississippi Language Arts Framework (including Supplements) is the most appropriate content to use in planning direct focused instruction. Teachers should use these documents in the process of prescribing and intervening according to the diagnosed needs of their students on a daily basis.

The Instructional Intervention Supplements were developed as part of the Mississippi Board of Education's Reading Reform Model. There are three components for each supplement:

- Benchmarks (What students should know and be able to do to meet mandated competencies in the Mississippi Language Arts Framework.)
- Assessments (Informal and observational assessments to determine if benchmarks are being met.)
- Instructional Intervention Strategies (Specific intervention strategies that will assist a child in meeting a benchmark.)

The Mississippi Language Arts Framework includes the *K-8 Reading and Writing Instructional Intervention Supplements* and provides the focus for direct instruction in Mississippi classrooms. The Mississippi Language Arts Framework includes seven broad goals for all students. Within each of these goals are competencies which must be met by all Mississippi students.

The *Reading Instructional Intervention Supplement* is designed as a resource for helping students to meet Goal 5 and its competencies:

Goal 5 Read and respond to literature and other forms of print.

K-3 competencies:

- Develop an ability to read with increasing fluency and understanding by using writing and a variety of other reading strategies.
- Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content.

4-8 competencies:

- Read independently with fluency and for meaning using a variety of strategies.
- Read, analyze, and respond in written and oral language of other art forms to increasingly challenging literature and other resources.

The *Writing Instructional Intervention Supplement* is a resource for helping students to meet Goal 6 and its competencies:

Goal 6 Show increasing competence in understanding and using standard English to produce oral and written communication that is readily understood by others.

K-3 competencies:

- Demonstrate continuous progress toward the use of penmanship, grammar, mechanics, and standard English in the context of writing and speaking.

4-8 competencies:

- Demonstrate continuous progress toward the use of penmanship, grammar, mechanics, sentence structure, and usage of standard English in the context of writing and speaking.
- Acquire and use appropriate vocabulary and spelling concepts.

By utilizing these resources in instructions, teachers and administrators can ensure their students to meet competencies mandated in the Mississippi Language Arts Framework. Educators will be able to create a foundation for improving student performance that is grounded in research-based practice for reading and writing success.

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WRITING BENCHMARKS

Kindergarten

O - means teacher should be able to observe naturally throughout the day--possibly use anecdotal records.
I - Informal Assessment–those marked "I" have an assessment task attached.

Exhibits developmentally appropriate oral language for communication purposes

1) I - Retells a personal story
2) I - Responds to questions in conversation using words and phrases in the primary language
3) O - Participates in conversation while interacting with peers
4) O - Can sequence in proper order
5) I - Recalls sequence of events
6) O - Uses positional words
7) O - Speaks in sentences

Demonstrates an awareness of print in written language

8) O - Expresses wants, needs, and thoughts in basic writing forms (scribble)
9) O - Identifies alphabet letters when shown in combination of alphabet letters, numerals, and other symbols.

Uses written language to establish a connection to and interact with print

10) O - Engages in pre-writing activities
11) O - Draws a picture that conveys meaning to a story
12) O - Communicates in *written form (journal dictation and/or writing)

*"Written" is defined as making marks/symbols on a page that possess meaning/thoughts of the author.

Identifies and writes words in context using letter-sound relationships (graphophonic/phonemic) and basic sight words

13) O - Identifies and begins to spell simple sight words that have meaning to the student
14) I - Begins to write simple sentences that have meaning to the student

Demonstrates the writing process

15) O - Positions paper in order to write in a left to right progression and moving from top to bottom on the page
16) O - Traces shapes
17) O - Reproduces and begins to write uppercase and lowercase letters in a natural setting and for a meaningful purpose
18) O - Reproduces a visual pattern
19) O - Writes first name legibly

20) O - Participates in the pre-writing process (draft, rewrite, finalize)

Writes for a purpose

21) O - Appropriates writing and uses scribble/drawing to communicate an idea
22) O - Begins to use letters to make words that express ideas
23) O - Writes/draws or dictates for a specific audience

Kindergarten Informal Assessments

Guiding Questions	Task Sample
1) Does the student retell a story?	After listening to a story selection, ask student to tell what he/she just heard. Retelling should include: • Information stated in text. • Relevant content and concepts. • Connection of background knowledge to text information. • Appropriate use of language (e.g., vocabulary, sentence structure, language conventions). • Ability to organize or compose the retelling. • Control of the mechanics of speaking. *Adapted from Reading Success Network.*
2) Can the student respond to questions in conversation using words and phrases?	The teacher will describe the following scenario and have the student respond. Mary is going to school. She can not find one of her shoes. What will Mary do?
5) Can the student describe a sequence of events?	As the student describes an event in the cafeteria, on the playground, etc., determine if the description had a beginning, middle, and end.
14) Can the student respond in writing with simple sentences?	The teacher will describe a scenario and have the student respond in writing. Pat is thirsty. She goes to her teacher. What will Pat say? *Spelling, punctuation, and sentence structure may not be perfect.*

Suggested Teaching Strategies
KINDERGARTEN

Exhibits developmentally appropriate oral language for communication purposes

1) Retells a personal story
   - Ask the student to choose a favorite story or an event that happened to him/her to share with the class. The teacher will demonstrate by sharing a story about himself or herself with the class. The student will then take turns telling his/her story. Student-created props or props that they bring from home such as books, puppets, or other objects may be used as they tell the story. *Use a karaoke machine to amplify student's voice.*
   - Ask the student to select background music to go with a story that he/she will tell to the class.
   - Guide the student to draw a picture about a personal event and to describe the picture of the event to the class.

2) Responds to questions in conversation using words and phrases in the primary language
   - Ask "what if" questions (e.g., "What if everyone looked the same?").
   - Ask common questions using the "w" words (e.g., what, where, when, why, who), and have students respond in complete sentences to "w" questions.
   - Use rhythm to elicit answers aloud. Example: Teacher will ask the question with a clapping rhythm and the student will respond with a finger-snapping rhythm (e.g., the Category game).
   - *Use a karaoke machine to amplify student's voice.*

3) Participates in conversation with peers while interacting with others
   - Provide opportunities for the student to communicate with peers (e.g., encourage interaction in playtime, groups, recess).
   - Set up an imaginary time, place, or event for students to role play conversations or dialogues.
   - *Use a tape recorder to keep a record of student's conversation.*

4) Can sequence in proper order
   - Have students draw pictures of daily events and dictate to the teacher the sequence (e.g., coming to school, making a cake, getting dressed).
   - Provide opportunities for students to cut cartoon strips apart and replace in proper order.
   - Have the student create a machine with his/her bodies. The student will demonstrate the sequence of movement of the machine. Example: paper going through a copying machine or printing press.
   - Allow students to characterize different parts of a story with different musical instruments. Example: Characterize *Why Mosquitoes Buzz in People's Ears?*, using different African instruments for the beginning, middle, and ending.
   - *Videotape or tape-record students as they perform the parts of a story.*

- Guide students to identify sequence of events in a musical program, like *Peter and the Wolf* or a ballet performance such as *Swan Lake,* or *The Nutcracker Suite* by making a simple non–objective "Timeline Collage" of main characters and events. Use colorful paper, paint, string, lace, aluminum foil, etc. to represent main characters and events.
- *Use a tape recorder in a listening center for students to become familiar with musical programs.*

5) Recalls sequence of events
   - Read a story and ask students to recall sequence first, middle, and last (e.g., tell or show story).
   - Ask students to use movement and drama to demonstrate the sequence of events of a story. The student may act out the main events of a newspaper story, a book that the teacher has read to him/her, or a story that a student has previously shared with the class.
   - Ask students to use movement and drama to demonstrate the sequence of events of everyday activities. The student may act out the sequence of events in activities such as growing a flower, baking a cake, or getting ready for bed, school, etc.
   - *Videotape students as they demonstrate the sequence of events.*

6) Uses positional words
   - Lead students in playing *Simon Says* using positional words (e.g., over, under, beside, in, out, under, below, above, between, front, back).
   - Use a drumbeat or various sounds to represent a specific positional word. Example: The teacher will play a steady beat (using whole notes) and the student will demonstrate *up.* The teacher will play a syncopated or off-beat rhythm (using eighth notes or short notes), and the student will demonstrate *down,* etc.
   - Have students take turns demonstrating positional words as the teacher calls them out. Example: Set up an obstacle course of chairs, sticks, boxes, etc. Teacher will call out "over the box," "around the stick," "beside the stick," etc. The student will practice locomotor skills as he/she moves through the course.
   - *Tape record multiple directions for students to practice listening skills.*

7) Speaks in sentences
   - Use a book without words to let the students tell the story in complete sentences.
   - *Videotape or tape record students as they tell a story.*
   - Provide sentence starters and let the student complete sentences (e.g., Today I _____; Go _____; Anyone can _____).
   - Have the student compare and contrast works of art. Ask guiding questions (e.g., How are these alike? How are these different?)

- Have the student dictate to the teacher in complete sentences a description of a work of art. The students should be encouraged to use appropriate terminology in describing the artwork. The teacher may refer to the Visual Arts Glossary of the *Mississippi Fine Arts Framework* or other art reference book for terms.

Demonstrates an awareness of print in written language

8) Expresses wants, needs, and thoughts in basic writing forms (scribble)
   - Provide writing materials in the dramatic play area and model how to make grocery lists, party invitation lists, and so forth as part of the dramatic play experience.
   - Provide writing materials in a writing center, such as old greeting cards, envelopes, rubber stamps, and alphabet letter charts to assist the student in developing a process involving writing to those with whom he wishes to communicate.
   - Provide markers in the art center so the student may "write" his/her name on pictures painted or drawn.
   - Provide newspaper and magazines for the student to use in his/her dramatic play. Model appropriate ways to use newspaper ads in making shopping lists.
   - *Use a writing/publishing tool for students to type their name or create a card.*

9) Identifies alphabet letters when shown in combination of alphabet letters, numerals, and other symbols
   - In small group settings, provide a grab bag filled with alphabet letters, numerals, and shape blocks. The student then pulls one item from the bag and identifies whether it is a letter, numeral, a geometric shape, the shape of an object, or an abstract (non-objective) shape.
   - *Use a presentation tool to demonstrate alphabet letters, numbers, and other symbols.*

Uses written language to establish a connection and to interact with print

10) Engages in pre-writing activities
   - Provide opportunities for the student to finger-paint, draw and color on unlined paper.
   - Provide opportunities for the student to string beads.
   - Provide opportunities for the student to model letters with play dough/clay.
   - Provide opportunities for the student to easel paint with large brushes or sponges (or small house painting brush).
   - Provide opportunities for the student to cut strips of paper for use in art collage activities.
   - *Provide opportunities for students to learn keyboarding skills.*

11) Draws a picture that conveys meaning to a story
- Guide students to illustrate books that the class writes after hearing a story.
- After watching a puppet show, the student will draw a picture to illustrate the main idea.
- Orally tell a story to the student. Ask the student to draw a picture of what he/she thinks the main character looks like (using specific adjectives to describe the characters will help students).
- *Provide a taped story. Have the student draw various parts of the story (beginning, middle, end). The teacher will provide review and guidance.*
- *Use a graphic/drawing tool to illustrate a story.*

12) Communicates in written* form (journal writing)
- Allow daily class time for each student to "write" in his/her journal (journal may be unlined pieces of paper stapled together or paper assembled with string or ribbon for each child).
- *Allow the student to use a writing/publishing tool for students to keep an electronic journal.*

*"Written" is defined as making marks/symbols on a page that possess meaning/thoughts of the author.

Identifies and writes words in context using letter/sound relationships (graphophonic/phonemic) and basic sight words

13) Identifies and begins to spell simple sight words that have meaning to the student
- Develop a "picture word book" for each child to be used in the writing center. Prepare sight word cards that show the picture with the word and ask the child to copy the word and place it in his/her "word book" to use as a reference when engaging in journal writing.
- *Use a writing/publishing tool to create a basic sight word list.*
- Conduct a classroom inventory whereby the names of learning materials are recorded in a personal dictionary.
- Develop a class picture dictionary where pictures of familiar objects are posted on the page with the corresponding name. The dictionary is placed in the writing center for the student to access in his/her writing projects.
- Ask the child to use finger-paint, sand, etc., to copy basic sight words taken from language experience stories.
- Use the thirty-seven most common phonograms to teach spelling patterns.

ack	ap	est	ing	ot
ail	ash	ice	ink	uck
ain	at	ick	ip	ug
ake	ate	ide	it	ump
ale	aw	ight	ock	unk
ame	ay	ill	oke	
an	eat	in	op	
ank	ell	ine	ore	

- Teach students spelling patterns by discussing rhyme.
- Use the cloze method to have the student select words using the same spelling pattern. For example, when it gets dark at night, you must turn on a ____ight (light).

14) Begins to write simple sentences that have meaning to the student
- Provide sentence starters and let the student complete the sentence. Then, write the sentence and ask the student to dramatize it. For example, Mary _____. (jumps, hops, etc.)
- Give students two paper bags. Label one bag "Who / What words" and the other bag "Doing words". Ask the student to pull a card from the first bag and then the second. Put the two cards together to make silly sentences. Write sentences on chart paper. Then, ask the student to copy the sentence(s).
- Provide opportunities to write a daily simple sentence about the day's events using chart paper. Leave out key words and ask that the student complete the sentence. After the correct word is provided, the teacher will fill in the blank and ask that the student copy the sentence (e.g., It is __ rainy day. It is a rainy day.)
- Give opportunities to write in journals on a daily basis.
- Give opportunities to dictate sentence descriptions of art words to the teacher and then allow the student to copy the sentence under the dictated (teacher-written) sentence.
- *Utilize writing tools at various learning centers.* Ask the student to express in sentence form what he/she accomplished at the center.
- Provide a guiding simple sentence (e.g., Babies eat). Ask students guiding questions so students can develop the sentence into a more complex sentence. For example, Babies eat what? With whom? Write each new sentence on chart paper (See Sentence Patterns, page 51).

It is an inappropriate practice to drill students in "copying" a sentence from a blackboard. The student's developmental progression with regard to visual control and handleye coordination may be inadequate.

Demonstrates the writing process

15) Positions paper in order to write in a left to right progression and moving from top to bottom on the page
- Provide the student with writing paper that has a star in the upper left corner. On the student's desk, tape the same star pattern. In order to assist with positioning the paper, ask the student to line up the stars when he begins to write on the paper.

16) Traces shapes
- Allow the students to use cookie cutters. Have students trace the shapes. Color or paint the shapes. After the shapes are colored, use as class wrapping paper for gifts to guest speakers or parents at holidays.

- Allow the students to use the "left over" shapes of a dye cut stencil, then make stencil box for students to pull from while in the writing center. Use the shapes to illustrate greeting cards or stories.

17) Reproduces and begins to write uppercase and lowercase letters in a natural setting and for a meaningful purpose
    - Model the basic strokes of the alphabet (–, /, \,),O). Ask the student to reproduce these on butcher paper or newspaper using crayons and markers or paint brushes.
    - Provide small alphabet letter charts at the writing center for the student to use when making greeting cards and other writing projects.
    - Ask the student to trace the upper and lower case letters from example given by the teacher using sand, whipped cream, etc.
    - Ask the student to copy the upper and lower case letters using individual chalkboards.
    - Provide the student with opportunities to dictate or write about his/her activities in and out of school on a daily basis.
    - Model writing by taking individual dictation with the student on a weekly basis, encouraging him/her to write under the teacher dictation.
    - Encourage the student to write his/her name on any artwork he/she completes.

    Writing should be done in a meaningful context for the students. Be cognizant of this best practice when teaching letters.

18) Reproduces a visual pattern
    - Ask the student to reproduce patterns modeled by the teachers by arranging concrete items such as: boy/girl, colors, shapes, beads, etc.
    - Ask the student to reproduce written symbols that are presented to the student on a sentence strip (e.g., □, □,O,O,O).

19) Legibly writes first name
    - Label student's cubby with first name only at the beginning of school and when mastered, add last name.
    - Label art paper with student's first name only. Encourage student to reproduce the name by writing under the label. After the first name is mastered follow the same process to teach the last name.

    Be cognizant of this best practice: The writing of the student's name should be in a meaningful context as to identify the work the student completed or to label a possession.

20) Participates in the pre-writing process (draft, rewrite, finalize)
    - Model for the student in the construction of class or student book. Mark where the student and teacher complete the drafting, rewriting, and finalizing process.
    - Guide the student to produce illustrations for a class or small group book that involve drafting (pencil), rewriting (redraw, erase or amend with shading), finalizing (color or paint).

Writes for a purpose

21) Appropriates writing and using scribble/drawing to communicate an idea
- Ask the student to make up and draw logos for school, home, or neighborhood.
- Ask the student to create traffic signs for use in the dramatic play or block area.
- Provide opportunities for the student to create books with teacher taking dictation.
- Create a symbol or picture that stands for his/her name. The teacher will copy and place it by his/her name on "cubby" and other items.
- Have the student create comic strips with teacher dictation if needed.
- Allow the student to draw a picture, and dictate or write (use own words) to tell another classmate or teacher what he/she completed at a particular learning center.
- Create symbols for various learning centers and place them in close proximity to the center name.
- Label classroom materials with a picture and the word placed next to it for the student to use in putting up and using materials on a daily basis.

22) Begins to use letters to make words that express ideas
- Allow the student to tell about things seen, heard or touched following a field trip. The teacher will write his/her contributions using an experience chart, stories, etc. *Videotape or tape record student retelling facts about the field trip.*
- Ask the student to write or draw a picture about how the main character feels from a story that was read to him/her.
- Assist the student in writing a story about his/her favorite toy, pet, etc. to be shared with the other students.
- Assist the student in writing/drawing a picture about how he/she feels today.
- Provide writing materials in dramatic play area and model their use in various situations (dramatic play could be a restaurant, hospital, kitchen in a home, florist, and so forth).
- Dictate as the student tells a story or an idea. *Videotape or tape record student telling the story.*
- Dictate as the student describes a picture drawn or painted.
- Allow the students to use writing tools in the writing center to design a book, list or label.
- Allow the students to use writing tools in "writing" a letter to a family member or friend.
- Guide students to construct greeting cards for classmates and family.

23) Writes*/draws or dictates for a specific audience
- Assist the student in developing an invitation to an event (e.g., birthday party, open house).
- Assist the student in writing a simple letter (e.g., letter to Santa Claus, letter to parents).
- Assist the student in preparing cards for special occasions (e.g., Mother's Day, get well, thank you).

- Model in a small group or individual setting the format of a letter. Place a sample of the format at the writing center.
- With small groups or individuals, display and discuss picture books with no text and books with text. Student can begin to distinguish how print may take the place of pictures.
- Assist the student in creating logos. Discuss which audience would use them.
- Assist the student to create labels. Discuss which audience would use them.

*"Writes" is defined as making marks/symbols on a page that possess meaning/thoughts of the author.

WRITING BENCHMARKS

First Grade

O - means teacher should be able to observe naturally throughout the day--possibly use anecdotal records.
I - Informal Assessment--those marked "I" have an assessment task attached.

Exhibits developmentally appropriate oral language for communication purposes

1) I - Retells a personal story
2) O - Responds to questions in conversation using words and phrases in the primary language
3) O - Participates in conversation while interacting with peers
4) O - Sequences in proper order
5) O - Recalls sequence of events
6) O - Uses positional words
7) O - Speaks in sentences

Demonstrates an awareness of print in written language

8) O - Writes from left to right on page; top to bottom direction
9) O - Writes words using correct spacing
10) I - Writes simple complete sentences using correct subject/verb sentence patterns*
11) I - Writes a statement sentence
12) O - Recognizes a question sentence

*Sentence patterns refer to the structure of a sentence and denote usage not the labeling of parts of speech or functions (See page 51).

Uses written language to establish a connection and to interact with print

13) I - Writes personal experiences to retell a story
14) O - Expresses self through drawing/writing
15) I - Writes to retell a story read or presented orally

Identifies and writes words in context using letter/sound relationships (graphophonic/phonemic) and basic sight words

16) I - Writes words using letter/sound relationships
17) I - Spells frequently used sight words correctly

Demonstrates the writing process

18) O - Pre-writes to organize ideas
19) O - Creates a draft using pre-writing activities
20) O - Revises draft to improve content of draft
21) O - Edits for errors

22) O - Publishes selected final work

Writes for a purpose

23) I - Expresses self through drawing/writing
24) I - Writes for a specific audience

First Grade Informal Assessments

Guiding Questions	Task Sample
1) Does the student retell a story?	After listening to a story selection, ask the student to tell what he/she just heard. Retelling should include: • Information stated in text. • Relevant content and concepts. • Connection of background knowledge to text information. • Appropriate use of language (e.g., vocabulary, sentence structure, language conventions). • Ability to organize or compose the retelling. • Control of the mechanics of speaking. *Adapted from Reading Success Network.*
10) Can the student use appropriate language structure when writing a sentence?	The teacher will instruct the student that good sentences contain specific parts. The teacher will give examples of incomplete sentences and complete sentences. Then, student will write a complete sentence when responding to questioning techniques (e.g., who, what happened, to whom, by whom, and can it be described).
11) Can the student write a statement sentence?	The teacher will describe the following scenario and have the student respond by writing sentences that are statements. Dan and his friend walked down the street and found a frog. He picked up the frog. What will Dan say to his friend?
13) Can the student use personal experiences to retell a story in writing?	The teacher will ask the student to write a short story about his/her favorite pet, favorite toy or a family member.

Guiding Questions	Task Sample
15) Can the student retell a story in writing?	The teacher will read a familiar story and ask guiding questions concerning story elements. *For example:* • Who was the story about (characters)? • Where did this take place (setting)? • What happened at the beginning, middle, and ending of this story (plot)? • What was the story mainly about (theme)? • How did the author make you feel when (mood)? • Was there a problem in the story? • How was the problem fixed (solved)?
16) Can the student use letter/sound relationships?	The teacher will ask the student to write the letters at beginning of words stated by the teacher (e.g., bat, pan, sat, tan). The teacher will ask the student to write the letter at the end of words given by the teacher (e.g., cup, cub, or mat).
17) Can the student spell frequently used sight words correctly?	Play a spelling game (e.g., Travel), using frequently used sight words. Call out a word to a pair of students. The student that signals first gets to spell the word orally. If the student spells correctly, the student travels to the next student to repeat the process. If the student spells the word incorrectly, the other student is allowed to spell.
23) Can the student express self through drawing/writing?	The teacher will ask the student to illustrate a story and write a sentence about his/her illustration.
24) Can the student write for a specific audience?	The teacher will have the student write a thank-you note to a person of choice.

Suggested Teaching Strategies
FIRST GRADE

Exhibits developmentally appropriate oral language for communication purposes

1) Retells a personal story
   - Have student tell about an event of significance in his/her life. The teacher will model by telling his/her own personal story. *Use a karaoke machine to amplify student's voice.*
   - Have the student draw a picture about a personal event and describe the picture and event to the class.
   - Have student select an object from home or classroom and tell a story about the object.

2) Responds to questions in conversation using words and phrases in the primary language
   - Have student respond to a cue, "If I were _____I would _____."
   - Allow the student to ask and respond to common questions using *what*, *where*, *when*, *why*, and *who*.

3) Participates in conversation while interacting with peers
   - Provide the students with time to talk to each other.
   - Have students pair-share "K" in the "K-W-L" and share ideas with class as ideas are recorded by the teacher.
   - Provide props, space, and opportunities for role playing and dramatic play to encourage language development.

4) Sequences in proper order
   - Have student retell a story (beginning, middle, and end) using correct story sequence.
   - Have student orally tell how to make a peanut butter sandwich or similar activity.
   - Have student place four cards containing pictures in correct sequence and then tell a story about the pictures. *Tape record directions and use in a center.*

5) Recalls sequence of events
   - Have the student use music and drama to demonstrate events of everyday activities such as baking a cake, getting ready for bed, school, etc.
   - Have student recall the sequence of an event, using first, middle, and last. *These directions may be tape recorded and used in a center.*
   - Have student follow a three-step direction given by the teacher.

6) Uses positional words
   - Have student place an object demonstrating various positions using a box, such as "in the box," "on the box," "beside the box," etc.
   - Lead students in playing "Simon Says" using position words *under*, *over*, *beside*, *in*, *out*, *above*, *between*, etc.

- Have the students take turns demonstrating positional words.

7) Speaks in sentences
   - Use picture book without words and have the student tell the story.
   - Have student compare and contrast works of art asking guided questions (e.g., How are these alike?").
   - Have student change the subject and/or verb in a sentence to change the meaning of the sentence (e.g., "John jumps" may be changed to "John runs" or to "Jane jumps").

Demonstrates an awareness of print in written language

8) Writes from left to right on page; top to bottom direction
   - Provide opportunities for students to point out beginning points of writing (top/bottom, left/right) during "Morning News" on an experience chart.
   - Guide students to use a pocket chart to assemble sentence strips/word cards to model correct sentence structure.
   - Have student use a variety of body motions to identify left/right movement and top/bottom movement.

9) Writes words using correct spacing
   - Use color-coding to demonstrate visual concepts of written words and sentences. (Color all spaces between words, color sentences on page, color paragraphs, and color quotations.)
   - Provide opportunities to recognize and identify space between words using a craft stick as a spacer.
   - Ask the "Student of the Day" to assist the teacher in morning news experience (or any experience story) by being the "two-finger" spacer between words as the teacher writes the news.

10) Writes simple complete sentences using correct subject/verb sentence patterns
   - Have student write a complete sentence to describe a work of art.
   - Have student use the pocket chart to make a complete sentence from student vocabulary.
   - Direct student to act out action verbs, and then write/illustrate these actions.

11) Writes a statement sentence
   - Using picture cards, allow the students to generate statements. Model writing the statements on chart paper, chalkboard, etc. Model statement sentences discussing picture cards.
   - Allow student to view a work of art, and then write a statement about the piece.
   - Guide student to write statement sentences about a family pet, or birds, squirrels, etc., that live near the school/building.

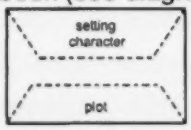
12) Recognizes a question sentence
- Read sentences to students to elicit responses using signals like a thumbs up for a question, thumbs down for a statement, or direct students to use different musical instruments, movements, etc.
- Have student create a question or statement, and then have class respond.
- Allow student to play "Simon Says," and respond to statements and not questions. *Tape record statements to use in a center.*

Uses written language to establish a connection and to interact with print

13) Writes personal experiences to retell a story
- Have student select his/her favorite character and write about it after listening to a story.
- Have student use sentence strips to write/illustrate story sequence after listening to a story.
- *Allow student to use a writing/publishing tool to retell a story in writing.*
- *Use a brainstorming/mapping tool connected to a large screen television to type students responses when retelling a story.*

14) Expresses self through drawing/writing
- Have student illustrate/write about experience following an experience/field trip.
- Have student collect found objects from school area, sort found objects by type, then using objects, create a work of art using found objects, and write about the creation.
- Have student create a book about himself/herself, family, community, and school.

15) Writes to retell a story read or presented orally
- Have student write/illustrate a retold story. Share with a partner and retell.
- Guide student to use a flip/flap book (see diagram below) to retell a story including the story elements.



- Provide opportunities to use a white glove labeled *Who*, *What*, *When*, *Where*, and *Why* when responding to a story.

Identifies and writes words in context using letter/sound relationships (graphophonic/phonemic) and basic sight words

16) Writes words using letter/sound relationships
- Have student take a word from a container and say/spell a rhyming word.
- Place a new word in a sentence on a sentence strip. Cover the new word until the word is exposed. Let student guess what the new word means by using context clues. Reveal one letter at a time, guessing each time a letter is uncovered until the word is recognized.

- Write word endings on the board and have students make new words by adding consonants to the beginning. For example: **t** op **h** op

17) Spells frequently used sight words correctly
- Have student make impressions of words. Place a handful of shaving cream on the table. Have the student write the word or phoneme in the shaving cream.
- Place spelling words on post-it notes. Stick one post-it note on each student's back. (Do not let student see the word placed on his/her back.) Place students in pairs, and take turns spelling the word on each partner's back. Have students will identify the word spelled. Have the student remove his/her partner's words, and then find another partner and place the post-it on the new partner's back. The process begins again.
- Write spelling words on cards, allow student to select different markers/crayons to trace the words to form rainbow colors, as they first say the word, and then spell the word orally.
- Play Round-Robin Spelling. Have the student stand in a circle and spell one letter of the word. If the student misses the letter, he/she has to sit down and is out of the game.
- Conduct a Spelling Bee.
- Write a sentence with words and illustrate the sentence.
- Use the thirty-seven most common phonograms to teach spelling patterns.

ack	ap	est	ing	ot
ail	ash	ice	ink	uck
ain	at	ick	ip	ug
ake	ate	ide	it	ump
ale	aw	ight	ock	unk
ame	ay	ill	oke	
an	ea	in	op	
ank	ell	ine	ore	

- Teach students spelling patterns by discussing rhyme.
- Use the cloze method to have the student select words using the same spelling pattern. For example, when it gets dark at night, you must turn on a ____ight (light).

Demonstrates the writing process

18) Pre-writes to organize ideas
- Ask the students to brainstorm in large groups; place responses on a chalkboard.
- Guide students in small groups to list brainstorming ideas on chart paper, and then rotate to an existing chart and add ideas.
- Have the student make a web using ideas from brainstorming to organize his/her thoughts.
- *Use brainstorming/mapping tool to illustrate mapping skills to students.*

19) Creates a draft using pre-writing activities
- Have the student use pre-writing activities to create a draft.
- Have the student write a story about a picture. Select music to accompany the story.

20) Revises draft to improve content of draft
- Have student cut drafts apart by sentences. Have the student make additions or changes to the draft without recopying. When the student is pleased with the revisions, have him/her place it on a piece of newspaper/chart paper.
- Have the students work in pairs and read for content.
- Have the student read his/her work to the teacher. Have student conferences afterwards.

21) Edits for errors
- Have the student read and identify mistakes (grammar, punctuation, etc.).
- Have student work with a partner, read and help identify mistakes.
- *Tape record students reading passage and have them listen for miscues.*
- Guide students to edit work through conferencing with students individually.
- Allow students to edit work in pairs using colored pens.

22) Publishes final work
- Place final copy on cutout shapes (e.g., pumpkin, Santa).
- Frame work with file folder or construction paper/wallpaper.
- Display work in a class book.
- Allow student to present work to class.

Writes for a purpose

23) Expresses self through drawing/writing
- Ask the student to write an original story/poem to go with painting or artwork.
- Provide opportunities for the student to express mood, plot, or theme through his/her writing.

24) Writes for a specific audience
- Guide student to write a story designed to entertain others
- Guide student to write thank-you notes after a field trip, special visitor, or gift given to the class.
- Allow student to write a letter for a special event (e.g., Mother's Day, Father's Day).

WRITING BENCHMARKS

Second Grade

O - means teacher should be able to observe naturally throughout the day--possibly use anecdotal records.
I - Informal Assessment--those marked "I" have an assessment task attached.

Exhibits developmentally appropriate oral language for communication purposes

1) O - Retells a personal story
2) O - Responds to questions in conversation using words and phrases in the primary language
3) O - Participates in conversation while interacting with peers

Demonstrates an awareness of print in written language

4) I - Uses sentence patterns* (S, V, DO, and S, V, IO, DO)
5) I - Writes statements and questions
6) O - Recognizes exclamatory and command sentences
7) I - Writes descriptive sentences
8) I - Writes simple paragraphs

*Sentence patterns refer to the structure of a sentence and denote usage not the labeling of parts of speech or functions (See page 51).

Uses written language to establish a connection and to interact with print

9) I - Communicates in written form
10) I - Writes to retell a story

Identifies and writes words in context using letter/sound relationships (graphophonic/phonemic) and basic sight words

11) I - Spells and writes frequently used words correctly
12) O - Uses basic sight words in writing
13) I - Recognizes and writes word patterns (rhyming words, suffixes, prefixes)

Demonstrates the writing process

14) O - Pre-writes to organize ideas
15) O - Creates a draft using pre-writing activities
16) O - Revises to improve content of draft
17) O - Edits for errors
18) O - Publishes final copy

Writes for a purpose

19) I - Writes to communicate
20) I - Writes to tell a personal story
21) O - Uses writing as a research tool

Second Grade Informal Assessments

Guiding Questions	Task Sample
4) Can the student use sentence patterns*?	Give the student a sentence cut into separate words on index cards. The student will place the words in correct order. The student will add cards given in oral cues by the teacher to create a more complex sentence (e.g., Girls play what? With whom?) *Sentence patterns denote the structure of a sentence. Sentence patterns progress from simple to complex. Second grade students should be able to recognize and write sentences composed of: Subject/Verb/Direct Object **S V DO** My mother made cookies. Subject/Verb/Indirect Object/Direct Object **S V IO DO** He gave Mary the book.
5) Can the student write a statement and a question?	Have the student look at a picture and write a statement and a question about the picture using correct ending punctuation.
7) Can the student write a descriptive sentence?	After viewing an object, have the student write a descriptive sentence. Object - beach ball "The big, round ball is blue and red."
8) Can the student write a simple paragraph?	Have the student write a paragraph about a chosen topic. Use the Sample Writing Assessment Rubric on page 52 to assess.

Guiding Questions	Task Sample
9) Can the student communicate in written form?	Have the student orally explain and then write directions for a simple activity. For example, making a sandwich, riding a bicycle, or reading a book. The student's ideas should be developmentally appropriate. *Spelling and punctuation may not be perfect.*
10) Can the student write to retell a story?	Read a short story. Ask the student to retell the story orally. Then, have the student write the retold story. Include character, plot, setting, conflict and solution. Retelling should include: **Concepts of Comprehension** • Specific details • Relevant content • General details **Concepts of Meta-Cognitive Awareness** • Connects background knowledge • Summarizes text and connects to real life **Concepts of Language Development** • Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions) • Organizes details and structures composition *Adapted from Reading Success Network* *Spelling and punctuation may not be perfect.*
11) Does the student spell and write frequently used words correctly?	The teacher will call out 5-10 selected words (spelling, vocabulary, sight words) to the student. The student will write them correctly.

Guiding Questions	Task Sample
13) Can the student recognize and write word patterns (suffixes, prefixes, rhyming words)?	Place the following words on a table. Allow student to select suffixes or prefixes. *undo, untie, writing, working, sitting, playing, running, played, worked, walked* Have the student write an additional word with a suffix and one with a prefix. Say and show a word (e.g., rain). Have the student write a word that rhymes. Continue with up to four additional words. *For example:* rain - pain trade-made bike-hike meet-feet
19) Can the student write to communicate?	Direct the student to write a friendly letter. Have the student include date, greeting, body, closing, and signature. The student's thoughts should be clearly expressed.
20) Can the student write to tell a personal story?	Have the student share/write a story relating a personal experience in four to five sentences. Spelling and punctuation may not be perfect.

Suggested Teaching Strategies
SECOND GRADE

Exhibits developmentally appropriate oral language for communication purposes

1) Retells a personal story
   - Ask student to share a personal story that may have been funny, scary, or embarrassing. *Record the student using a tape recorder.* This recording may be used later as a prompt for writing the story.

2) Responds to questions in conversation using words and phrases in the primary language
   - Begin a progressive story (a story that is begun by one person and continued by others in a circle, each adding to the story). An object (ball, apple, or card) is held by the storyteller and passed to the next person as the story continues.
   - Have the student cut out pictures from magazines. Use these as conversation prompts. Have the student discuss what is in the picture.
   - Ask the student to role play introduction and telephone conversation.
   - *Videotape students in role playing and share with other classes.*

3) Participates in conversation while interacting with peers
   - Provide opportunities for the student to interact in pairs and small groups (e.g., pair shares books read, study buddies, group projects, and cooperative groups).
   - Provide the student with talk time.
   - Assist the student in making up an imaginary event. The student will role play a dialogue describing the event.
   - *Use karaoke machine to amplify student's voice in describing the event.*

Demonstrates an awareness of print in written language

4) Uses sentence patterns
   - Use color-coded word cards in a pocket chart to create sentence patterns. (Subject--blue, verb-red, direct object-green)
     For example:

     blue red green
     The man washes clothes.

   - Direct student to pantomime parts of a sentence. *Videotape the pantomime and share with other classmates.*
   - Have student demonstrate a sentence (S V DO) and write it correctly (e.g., boy *The apple eats an -- The boy eats an apple).*
   - Utilize questioning techniques to guide students to develop a simple sentence into a more complex sentence. For example, student says "The boys run." Teacher says, "The boys run, where?" Student says, "The boys run to the store." Teacher says, "How did the boys run?"

5) Writes statements and questions
   - Have the student take turns asking questions with a partner and responding in statements.
   - Have the student look at a picture from a magazine or a work of art and write a statement and a question about the picture.
   - Organize a modified version of the Beach Ball Game. On a beach ball, write words such as *who*, *what*, *when*, *where*, *how*, and *why*. Bounce the ball to a student. The student makes up a sentence using the word that his/her thumb(left or right) touches. Then, write the sentences on chart paper.
   - Guide students in making paper plate signs with a "." on one side and a "?" on the other side. Ask a question or make a statement and have the student respond by holding up the correct punctuation.

6) Recognizes exclamatory and command sentences
   - Provide oral examples of exclamatory and command sentences. Student can respond appropriately using finger signals, and then take turns making oral sentences.
   - Use the game above with the paper plates. Write a "!" on one side and a "." on the other. Make exclamatory remarks or give commands and have student respond with the correct punctuation mark.
   - Have students role play situations that include exclamatory and command sentences. Write the sentences on chart paper. Place correct punctuation after each sentence. Read the sentences aloud after the activity is completed.

7) Writes descriptive sentences
   - Guide students to write a descriptive sentence while viewing a magazine, picture, fine art print, or other visual.
   - Assist students in creating a descriptive word web for a given object (e.g., apple--sweet, red, round, smooth).
   - Have students say opposites that describe after a verbal cue (tall, short; hot, cold).

8) Writes simple paragraphs
   - Guide students to write steps in sequence for "How to Brush Your Teeth" in a paragraph. Include title, main idea sentence, and two or more supporting detail sentences to describe the "How To" process.
   - Guide the writing of a paragraph after brainstorming to find connections using spelling words, vocabulary words, sight words, etc. For example, *wind*, *rain*, *snow*, *sunshine*, and *weather*.
   - Provide opportunities to write a simple paragraph about personal favorites (pets, food, hobby, sport). Share paragraphs with others.
   - *Use a writing/publishing tool and television converter to display directions for students to follow during the day.*

Uses written language to establish a connection and to interact with print

9) Communicates in written form
   - Provide opportunities to write an original poem to go with a musical selection.
   - Use graphic organizers to guide students to create story maps.
   - Pass out sentence strips. Have students place sentences in correct sequence to form a paragraph, then write the paragraph and illustrate.
   - Give oral directions to students. Have them write directions for a simple activity (e.g., making a sandwich).
   - *Use a writing/publishing tool to preset format for book reviews for students to utilize when writing a book report that includes the story elements of characters, setting, plot, theme, mood, conflict, and solution.*

10) Writes to retell a story
   - Read a story to the students. Allow students to draw pictures to retell a familiar story. Add sentences that describe each picture. Have the student read his/her story.
   - Provide opportunities for students to write a different ending to a familiar story.
   - Read a story, and ask the student to retell the story through writing with a partner. Include story elements (plot, setting, characters, theme, mood/tone, conflict and solution).
   - *Using a presentation tool, allow students to illustrate and retell the story.*

Identifies and writes words in context using letter-sound relationships (graphophonic/phonemic) and basic sight words

11) Spells and writes frequently-used words correctly
   - Provide students opportunities to write and illustrate spelling words.
   - Allow students to write riddles and read to a partner.
   - Guide the creation of a dictionary with vocabulary words.
   - Use the thirty-seven most common phonograms to teach spelling patterns.

ack	ap	est	ing	ot
ail	ash	ice	ink	uck
ain	at	ick	ip	ug
ake	ate	ide	it	ump
ale	aw	ight	ock	unk
ame	ay	ill	oke	
an	eat	in	op	
ank	ell	ine	ore	

   - Teach students spelling patterns by discussing rhyme.
   - Use the cloze method to have the student select words using the same spelling pattern. For example, when it gets dark at night, you must turn on a ____ight (light).

12) Uses basic sight words in writing
- Have the student make a word mural of sight words.
- Direct the student to categorize sight words. Have the student write words related to categories set up by the teacher (e.g., short vowel sounds, words with beginning blends, word with two syllables).
- *Using a writing/publishing tool, have students create a booklet of sight words.*

13) Recognizes and writes word patterns (rhyming words, suffixes, prefixes)
- Have student locate words with suffixes, prefixes, inflectional endings (ing, ed, ly), using newspapers, magazines, and highlighters.
- Have the student choose five highlighted words to write on a class chart.
- Have the student construct a paper chain of rhyming words.
- Ask the student to write simple poems or songs using rhyming words. *Use a writing/publishing tool to create a class booklet of poems and songs.*

Demonstrates the writing process

14) Pre-writes to organize ideas
- Assist students in developing a web to organize students' ideas for writing.
- Give students a topic. Have students create a "jot list" relating to the topic (e.g., beach--sand, sun, waves, jellyfish, shells). Illustrate the topic and the words through drawing or painting.
- Read a selected book and have student brainstorm and write ideas generated by the book. *Use a brainstorming/mapping tool to create story maps.*

15) Create a draft using pre-writing activities
- Use ideas from web to model writing a first draft.
- Pair students to use "jot lists" to write a first draft.
- Have students use brainstorming ideas to write a "sloppy copy."
- Allow students to skip lines for later revisions on first draft.

16) Revises to improve content of draft
- Read first draft together and reflect to improve/revise content. Write revisions on sticky notes and make changes to the draft.
- Have the student read first draft with a partner and use skipped lines on first draft for writing revisions.
- Have the student read first draft to the teacher. Guide the student to evaluate the draft and write possible revisions on sticky-notes to be used in a second draft.
- Allow students to revise a draft together using colored pens.

17) Edits for errors
- Write daily news/daily oral language with errors. Have the student locate errors and make necessary changes.
- *Use a writing/word processing tool to create articles for students to locate errors.*
- Guide the student to search for and correct errors in punctuation, capitalization, spelling, and developmentally-appropriate grammar using the revised draft.

- Provide highlighters for student to identify errors in revised draft. The student will correct errors with assistance, as needed.

18) Publishes final copy
- Have the student share their stories with others (classmates, other classes, parents, community, etc.).
- Provide materials for the student to create book jackets.
- Provide opportunities for student to display and share his/her stories (reading fair, parents' night, etc.).
- *Use a writing/publishing tool to create books to share with others.*

Writes for a purpose

19) Writes to communicate
- Have the student write invitations for Open House, a Christmas play, a reading fair, etc. Use *who*, *what*, *when*, *where*, and *why*.
- Have the student write friendly letters to pen pals or classmates including date, greeting, body, closing, and signature. *Exchange letters with students in another school via email.*
- Assist student in writing directions from the classroom to various points in the school (e.g., playground, cafeteria, or library). *Use a writing/publishing tool and create a booklet about the school for younger students.*
- *Use on-line resources to locate maps and map symbols.*

20) Writes to tell a personal story
- Have the student share/write stories relating to a scary, embarrassing, or funny experience. The student may illustrate his/her story and compile into a class book or portfolio.
- Have the student develop personal timelines to use outlines in writing stories about themselves (e.g., My Life, All About Me).

21) Uses writing as a research tool
- Provide a graphic organizer for students to generate ideas about a given topic. Have students take ideas and create a simple outline. Using the outline, write a final report, assisting students as needed.
- Ask students to research information related to a given topic (insects, weather, Mississippi, family tree), and organize the information through writing.
- *Use a variety of sources: printed materials, available technology, visual media, and human resources.*
- *Utilize the writing process to create a report. Allow the student to use a writing/publishing tool to create the report.*

WRITING BENCHMARKS

Third Grade

O - means teacher should be able to observe naturally throughout the day--possibly use anecdotal records.
I - Informal Assessment--those marked "I" have an assessment task attached.

Exhibits developmentally appropriate oral language for communication purposes

1) O - Responds appropriately in conversation with others
2) O - Expresses thoughts and ideas orally

Demonstrates an awareness of print in written language

3) I - Uses a variety of sentence patterns* when writing
4) I - Writes the four types of sentences
5) I - Develops a paragraph by constructing several sentences on one topic in a logical order
6) I - Develops sequential story lines

*Sentence patterns refer to the structure of a sentence and denote usage not the labeling of parts of speech or functions (See page 51).

Uses written language to establish a connection and to interact with print

7) O - Writes using content-related words
8) I - Makes appropriate and varied word choices
9) I - Writes to retell a story

Identifies and writes words in context using letter/sound relationships (graphophonic/phonemic) and basic sight words

10) I - Spells frequently used words correctly
11) O - Transfers knowledge of spelling patterns to improve writing
12) O - Uses resources to assist with spelling (teacher, dictionary, computer, other students)

Demonstrates the writing process

13) I - Employs the steps in the writing process
14) O - Develops various pre-writing strategies
15) O - Compiles information and composes a rough draft
16) O - Revises writing to clarify meaning
17) O - Edits writing to conventional standards in mechanics and spelling
18) O - Publishes selected works

Writes for a purpose

19) I - Writes to inform
20) I - Writes to communicate
21) I - Writes to entertain
22) I - Writes to describe
23) O - Writes for a specific audience

Third Grade Informal Assessments

Guiding Questions	Task Sample
3) Can the student use appropriate language structure when writing sentences? Can the student identify sentence patterns?	The teacher will instruct the student that good sentences contain specific parts. Parts determine who, what happened, to whom, by whom; and they may be described. Show the student the following sentences: 1) Joe gave Michelle a book. 2) The teacher smiled at me. Ask the student to: A) Identify who Sentence 1 is about. B) Determine what happened in Sentence 1. C) Determine what happened in Sentence 2. D) Identify to whom it happened in each sentence.
4) Can the student write the four types of sentences?	The teacher will describe the following scenarios and have the student respond by writing complete sentences: 1) Ask the student to use an interrogative sentence by prompting: "Judy needs a pencil. She goes to Joe. What will Judy say?" 2) Ask the student to use an imperative sentence by prompting: "It's time for the spelling test. What might the teacher say?" 3) Ask the student to use a declarative sentence by prompting: "Your birthday is next week. Your mom wants to know what you want. Write what you would say." 4) Ask the student to use an exclamatory sentence by prompting: "Suzy was walking down the street when a snake slithered in front of her. What will she say?"

Guiding Questions	Task Sample
5) Can the student develop a paragraph by constructing several sentences on one topic in a logical order?	Have the student write a paragraph about a topic. Use the Sample Writing Assessment Rubric on page 52 to assess.
6) Can the student write a story that is sequential?	Have the student write a story that has a beginning, middle, and end.
8) Can the student make appropriate and varied word choices (synonyms and antonyms)?	The teacher will supply the student with the following sentences. Have the student replace the underlined words with synonyms. 1) The big bear lumbered down the road. 2) The meal was delicious. 3) The moist sponge fell on the floor. 4) That puzzle was really hard to put together. Using the sentence above, have the student supply antonyms for the underlined words. The teacher will select words to underline.
9) Can the student write to retell a story?	Read a short story and ask the student to retell the story orally. Then, have the student write the retold story. Include character, plot, setting, theme, conflict, and solution. Retelling should include: **Concepts of Comprehension** • Specific details • Relevant content • General details **Concepts of Meta-Cognitive Awareness** • Connects background knowledge • Summarizes text and connects to real life **Concepts of Language Development** • Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions) • Organizes details and structures composition *Adapted from Reading Success Network*

Guiding Questions	Task Sample
10) Can the student spell frequently used words correctly?	Provide the student with a list of frequently used words, and administer a spelling test to determine initial mastery. The student will select writing samples that illustrate mastery of frequently used words.
13) Can the student employ the steps in the writing process: pre-writing, drafting, revising, editing, and publishing?	The student will maintain a writing portfolio that contains examples of each phase of the writing process.
19) Can the student write to inform?	The student will study the life and times of a famous person and write a brief biography for someone who might never have heard of him or her.
20) Can the student write to communicate?	The teacher will maintain a writing portfolio that contains examples of each phase of the writing process.
21) Can the student write to entertain?	Orally review a familiar story. Have the students rewrite the story, changing the characters, setting, events, etc. For example, the teacher will read The Ugly Duckling, and the student will write a story about The Ugly Hippopotamus.
22) Can the student write to describe?	Have the student follow the formula below to write a personality poem. (Line 1) Write your first name. (Line 2) Write two words to describe yourself. (Line 3) Write three words that state things you like to do. (Line 4) Write two more words to describe yourself. (Line 5) Write your last name.

Suggested Teaching Strategies
THIRD GRADE

Exhibits developmentally appropriate oral language for communication purposes

1) Responds appropriately while conversing with others
   - Conduct class meetings targeting appropriate communication experiences. Focus on agreeing and/or disagreeing in conversation; on making consensus decisions in a group, on appropriate behaviors in conversation. Help students determine how appropriate conversation looks and sounds.
   - Prepare role playing activities using conversation starters that allow students to respond in a variety of ways. For example, "What would you do if..." or "What did you do when...?"
   - Enlist the aid of volunteers and staff members to conduct conversations with the student about literature, content areas, and/or classroom events.
   - Have the student conduct interviews for a purpose. Then, the student can present the information gained to the other students in a variety of ways. *Tape record the interview.*

2) Expresses thoughts and ideas orally
   - Ask "What If" questions (e.g., What if it stayed dark 20 hours a day?).
   - Show the student a work of art. Ask the student guiding questions; for example, "What does this look like to you?" "Do you think this was difficult to create?" "What do you think the artist was thinking or feeling?"
   - Have the student listen to a musical selection, such as Louis Armstrong's "What a Wonderful World." Tell the student to think of adjectives while listening to the selection. As the student thinks of an adjective, have the student tell you the words. Use the Mississippi Fine Arts Framework, K-8 Music Glossary for vocabulary words.
   - Ask student "How They Feel" questions, such as "How do you feel about having pizza served every Friday?" "How do you feel about wearing uniforms?" "How do you feel about recycling?"
   - Encourage student to use standard English when speaking.
   - Model using standard English when speaking.
   - *Use a brainstorming/mapping tool to organize student responses.*

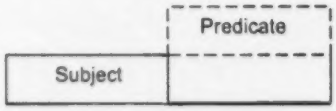
Demonstrates an awareness of print in written language

3) Uses a variety of sentence patterns when writing
   - Supply the student with flashcards that have subjects on some and verbs on others. Have the student match subject cards with verb cards to make sentences.
   - Give the student a series of sentences with correct and incorrect usage of verbs. Ask them to identify which are correct and which are not correct. When incorrect sentences are identified, have the student write them correctly.

- Provide sentence frames with missing words. The student will supply appropriate parts of speech. For example:

  The _____ blew through the trees.
  Mary ran _____.
  The first one I saw _____.

- Have the student use subjects and predicates to make a flip book. The student will mix up the pages to make silly sentences.



- Divide the class into two groups; a subject group and a predicate group. Each student will write the part of a sentence that matches his/her group. Play "Freeze Tag," and give students five seconds to match his/her part to another sentence part. At the freeze, call on the student to share his/her sentences.
- Discuss the parts of a paragraph with the student to be sure everyone understands what a paragraph must contain. (A paragraph contains a main idea expressed in a topic sentence with additional sentences providing supporting details.)

4) Writes the four types of sentences
   - Go on a "Sentence Quest." Using additional sources (textbooks, trade books, newspapers, etc.), have students locate and write sentences of each sentence type such as *command*, *statement*, *exclamation*, and *question*.
   - Give each student four cards labeled with sentence types: Command, Exclamation, Statement, and Question.
     Read sentences and have student indicate the type of sentence by holding up the appropriate card.

   - Write a noun and a verb on the board. Demonstrate how to use the noun and verb to write a question. Next, demonstrate how to use the same noun and verb to write a statement. For example:

V	N	V
	Dog	Bark
Did	the dog	bark?
	The dog	did bark.

5) Develops a paragraph by constructing several sentences on one topic in a logical order
   - Provide many experiences and opportunities to recognize the main idea of a paragraph and the topic sentence, which express it. Begin with obvious ones in short paragraphs. Use more complex paragraphs, as the student becomes more proficient.

- Have the student read sample paragraphs from text or literature books. Help the student locate the main ideas and topic sentences. *Tape record selections for students to use in a listening center.*
- Have the student read samples from his/her own work. Have the student determine whether there is a clear main idea and if it is expressed in the topic sentence. *Write samples on the overhead transparency or use a computer converter and television.*
- Use the following activity to help the student who writes paragraphs containing lots of details, but no main idea sentence: *List a set of details on a board, a chart, a transparency, or the computer.* Read the details one set at a time. Discuss what the details have in common. Ask the student to think of a sentence that describes what is happening. Explain that more than one sentence could be used as a main idea.

  Example List
  Build a nest
  Lay eggs in the nest
  Sit on the eggs
  Gather food for hungry babies

  Possible Main Ideas
  A mother bird is very busy.
  Birds are good mothers and fathers.

- Create a paragraph writing center. *Stock the center with materials to write on and write with or use a writing/publishing tool.*

Things to Write On	Things to Write With
stationery	pencil
tablets	pen
pads	chalk
gift wrap paper	paint
bulletin board paper	letters cut from magazines
adding machine tape	press-on letters
	writing/publishing tool

- Create a graphic organizer that illustrates main idea and supporting details. Explain that using a graphic organizer may help the student when writing a paragraph.
- *Use a brainstorming/mapping tool to identify details needed in the paragraph.*
- Supply the student with paragraphs. Have the student identify the main idea and the supporting details. Prompt the student by asking, "What is the main idea? Think about one sentence that the whole paragraph is about. What is the detail sentence? Does it talk about, describe, or elaborate the main idea?"

- Create or choose an exciting title for a story. Write the title on a sheet of paper and invite the student to write the first sentence. The teacher will write the second sentence. Take turns writing until the story is complete.
- Have the student read a story and write a paragraph about the story utilizing the key story elements: plot, character, setting, and mood.
- Write a story starter on the board. Have the student compose a paragraph using the story starter.
  - A ghost was here last...
  - The train roared on into the night...
  - As the piercing scream broke the stillness...
  - Please don't say...
  - Suddenly the sky lit up...

6) Develops sequential story lines
- Provide instruction on time-order words such as *first*, *next*, *then*, and *finally*. Explain that time-order words give the reader a sense of time. Model writing a paragraph using time-order words.
- Have the student write directions for making an ice cream sundae.
- Model reflecting on writing by writing a short story. Question aloud the following, while encouraging the student to use these questions when he/she writes:
  - Have I omitted any important details or information?
  - Is my ending effective? Does it really end the story or idea?
  - Are my ideas in the right order? Did I tell the first thing first and the others in the sequence as they happened?
  - *Use a writing/publishing tool and television converter to display sentences in the paragraph and have students put the sentences in the correct order.*
- Read or tell a story. Supply the students with sentences from the story. Have the students line up in the order their sentence happened. When the students believe they are in the correct order, have them read the sentences to determine if the order is correct.
  - Have the student become aware of how a story changes when it is not in order. Follow the same strategy as above. However, instead of the students lining up in order, have them line up in a row, alphabetically. Read the story sentences and discuss how the order of sentences really affects the story.
- Have the student read a teacher-selected newspaper article. Explain that when reporting the news, the sentences must be in order. Supply student with the following types of questions. Have the student write the answers in complete sentences.
  - ⇒ What is the topic of the article? (Remind student to think of a topic as one word.)
  - ⇒ What helped you identify the topic?
  - ⇒ *Use on-line resources to locate news articles to identify topic, main idea, and sentence sequencing.*
  - ⇒ Was it the main idea? (Remind students to think of the main idea as one sentence.)
  - ⇒ Did you find the main idea in the first or last paragraph?

- ⇒ Where was the main idea located in the paragraph (first, middle, or last sentence)?
- ⇒ What happened next?
- ⇒ How do you know that happened next?
- ⇒ What happened last?

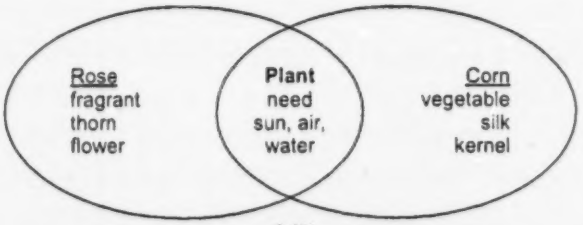
- Provide the student with comic strips squares. Have him/her arrange the squares in a logical order. Have him/her write a story extending the comic strip with additional pictures, characters, or events.
- *Use a writing/publishing tool to create a story.*

Uses written language to establish a connection and to interact with print

7) Writes using content-related words
   - Encourage the student to begin to question the words used in his/her writing and words used in another's writing.
     - Did I use words my readers will easily understand?
     - Did I use interesting words? (Look at adjectives and adverbs.) Is there a better, more interesting word I might substitute?
     - Did I overuse any words or phrases?
   - Create a "content word wall." When teaching content-related vocabulary, write the words on color-coded cards (e.g., science words-blue, social studies words-green, math words-red, etc.), or the words could be color-coded by theme, such as ancient Egypt words-blue, or Civil War words-green.
   - Have the student read a newspaper article and write five words that were unfamiliar. Then, have the students write each word in a different sentence, using a dictionary to define the word prior to writing the sentences.
   - *Use electronic/on-line resources to locate news articles and a writing/publishing tool to make a list of unfamiliar words.*
   - Model writing a schedule and discuss the purpose of a schedule. Have the student brainstorm types of schedules. *Use a brainstorming/mapping tool to display words as the student calls them out.*

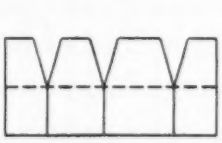
   - Have the student write a schedule for feeding and caring for a class pet *(use a writing/publishing tool to develop the schedule).*

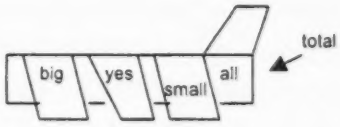
   - Use a Venn diagram to show how to compare/contrast two things. Explain that this type of graphic organizer may be used to help the student organize information prior to writing.



- Use a Venn diagram to compare/contrast a similar story from two cultures. Read two stories, such as Lon Po Po and Little Red Riding Hood. Have students draw a Venn diagram to compare the stories.
- *Use on-line resources to compare information about an event from two different news groups.*

8) Makes appropriate and varied word choices
   - Demonstrate how synonyms and antonyms add to or change sentences by displaying sentences having words that may be substituted. As you substitute one word for another, think out loud why you chose the word. Also, think out loud whether the sentence has been changed.
   - Use pocket charts and word cards to allow students to manipulate words prior to writing words. The student will match the word cards to cards already placed in the pocket chart. Do not reveal whether the word cards are synonyms or antonyms of the words in the pocket chart. As the student matches cards, ask him/her to tell you why he put the words together. Encourage students to use the words "synonyms" and "antonyms."
   - Create synonym and antonym flip flaps. Make these available at a writing center. To make a flip flap, fold a sheet of paper into eighths. Open and cut center-fold as shown.





9) Writes to retell a story
   - Have the student draw pictures to retell a familiar story. Add sentences that describe what is happening in each picture. Have the student read his/her story.
   - Have the student write a different ending to a familiar story.
   - Read a story and ask the student to retell the story through writing with a partner. Include story elements (character, plot, setting, theme, mood, conflict and resolution).
   - *Use a writing/publishing tool to write and illustrate the retelling of the story. Exchange via email with students in other classes.*

Identifies and writes words in context using letter/sound relationships (graphophonic/phonemic) and basic sight words

10) Spells frequently-used words correctly
- Use the thirty-seven most common phonograms to teach spelling patterns.

ack	ap	est	ing	ot
ail	ash	ice	ink	uck
ain	at	ick	ip	ug
ake	ate	ide	it	ump
ale	aw	ight	ock	unk
ame	ay	ill	oke	
an	eat	in	op	
ank	ell	ine	ore	

- Teach students spelling patterns by discussing rhyme.
- Use the cloze method to have the student select words using the same spelling pattern. For example, when it gets dark at night, you must turn on a _____ight (light).
- Encourage the student to correctly spell frequently-used words in all subject areas.
- Give the student alphabet cards. These cards should be no larger than 2" x 2". Have the student lay all cards out with letter names showing. Tell them you are thinking of a word (a mystery word) that has the letters n, s, e, o, l, s. Have the student arrange the letters to spell the mystery word. Follow this format with many words ("Lesson" is the mystery word example above.) The teacher should decide which words to use as mystery words prior to conducting activity so that additional letters may be made, if necessary.
- Model how to decode words while writing. Write sentences on the board, transparency, etc. While writing, stop prior to writing a word. Think aloud as you begin to write the word. Tell the student what spelling strategies you are using to spell the word (prefix, suffix, word chunk, etc.).
- Use a "word wall." Each week add four or five new words so that the student may use the words for reading and writing activities. (Words need to be written and placed on the word wall while the student is present.)

11) Transfers knowledge of spelling patterns to improve writing
- Direct the student in an exploration of the origins of prefixes. Discuss how words that contain researched prefixes relate to the origin. For example:
  Hydra(o) - Greek - water
  Hydrogen - one chemical element in water
  Hydroponics - growing plants in water
  Hydrate - add water
- Lead the student in developing a mental picture of the correct spelling of words. Encourage the student to transfer this to writing by relating new words to the words in his/her mental word banks.
- *Use writing/publishing tool to create a spelling booklet.*

12) Uses resources to assist with spelling (teacher, dictionary, computer, other students)
- Provide resources and appropriate instruction in utilizing them for the purpose of improving spelling.
- Use role-playing techniques to assist the student in making choices about available resources. For example, ask a student to assume the role of an explorer who searches out the correct spelling of words. What are some of the options the explorer has? *Lead the student to discuss: word walls, charts, reference books, or technology.*
- *Videotape students role playing and sharing with peers, parents, and administrators.*
- Provide practice through games and activities using word searches. Have the student search for words in the classroom identifying locations for other students to search.
- *Use a writing/publishing tool to create a word search for students.*

Demonstrates the writing process

13) Employs the steps in the writing process
- Demonstrate the need to use the writing process as a writing plan by role-playing with the student an activity that needs to be organized. For example, group students into teams of five. Give puzzle pieces that have the writing process steps identified to four of the students. Instruct students to assemble their puzzles. As teams become aware that a piece is missing, prompt students to discuss what is missing, the specific process steps, and the importance of each.
- Model using the writing process by creating a big book about a content area topic. During the writing process, review and expand student experience with the writing process by leading discussion of each step.
- Lead students in creating a whole class book with each student contributing a final draft page. Use the entire writing process.
- Direct the student to self-check by reflecting on where they are in the writing process for various tasks.
- Have the student maintain a writing process folder with "works-in-progress."
- Instruct the student to make decisions about his/her writing throughout the writing process. Have the student self-question in the following manner.

At Any Time
Have I followed the writing process? Which step am I currently on in the process? Do I have a plan?

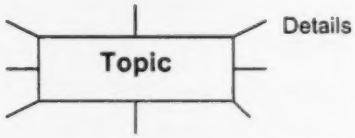
After Rough Draft
Is the meaning of my writing clear? Did I stick to the topic? Do I have unnecessary information?

After Revise/Edit
Is the meaning of my writing clear? Should I move or rearrange some of my sentences? Do I have any mistakes in mechanics?

Just Prior to Publishing
Have I followed the steps in the writing process? Is my final work neat and legible?

- Be sure the student knows that every writing attempt does not have to culminate in a published form. Help the student evaluate work to determine specific projects for publishing.
- *Have students use a writing/publishing tool to demonstrate the writing process.*

14) Develops various pre-writing strategies
- Provide various graphic organizers for students to use as a pre-writing strategy: Web a topic



Charts as organizers
Use Venn diagrams to compare and contrast two or more related topics.
Use attribute charts to list information in an organized way for one or more topic(s).
Use story maps to help make choices concerning characters, setting, events, problem/solution, prior to writing.

- Brainstorm, in groups, information related to a topic, then organize the information.
- Provide musical, visual art, and media-based prompts to aid in pre-writing discussion and development.
- Instruct the student to make decisions about their writing throughout the writing process. Have the student design a basic plan for the writing project that goes with the pre-writing information. Be sure the student identifies:
  1 - Purpose for the project (letter to communicate; essay to inform; report, etc.)
  2 - The intended audience (Who will receive/read the project?)
  3 - A format plan (the number and topic of paragraphs; single-sentences plus illustrations; a graphic organizer with summaries of information; diagram with labels and explanations; etc.)
- *Use brainstorming/mapping tools to compare and contrast topics.*

15) Compiles information and composes a rough draft
- Direct the student to use pre-writing information to plan and write a rough draft of their writing project.
- Instruct the student to make decisions about his/her writing throughout the writing process. Encourage the student to self-question the status of his/her project with the following questions:
  Have I followed my plan?
  Is my writing related to the topic?

Have I followed the strategies for writing a rough draft? (Does my writing reflect the meaning and purpose I intended?) Did I skip lines so that revising and editing would be easier to accomplish?

16) Revises writing to clarify meaning

- Model the revising steps by writing before the whole class. Be sure to speak and write at the same time so that the student can experience your thinking processes as you write. After completing a rough draft, begin questioning your writing to clarify meaning. Say:
  Could I move some text to improve my writing?
  Should I take something out? Is there something that doesn't make sense in my writing? How might I correct it?
  Is my meaning clear? Do I need to add something?
- Help the student acquire revising strategies by providing rough draft examples to revise in groups. Use appropriate questioning techniques to guide students.
- Coach the student individually to develop revising skills on individual works. Use volunteer (multi-age) peers to assist the student.
- *Develop writing samples on the computer for students to revise using writing/publishing tools.*
- Instruct the student to make decisions about his/her writing throughout the writing process. Suggest some of the following questions for evaluating the work:
  Is my writing clear and understandable?
  Does my writing make sense?
  Have I asked someone else to read or listen to my writing?
  Am I ready to edit?

17) Edits writing to conventional standards in mechanics and spelling
- Model the editing steps by displaying a short revised draft and edit, identifying errors verbally and using accepted editing marks.

¶	Begin a new paragraph; indent the paragraph	¶Once upon a time, there lived a frog on a lily pad.
^	Insert a letter, word, phrase, or sentence	Willie bought his dog a collar. *new*
^,	Insert a comma	James called his friend Davy^ and he asked Danny to go to the movies.
" "	Insert quotation marks	" I would like to go with you, " said Mary.
⊙	Insert a period	Mr⊙ Ware is going on a trip.
	Take out a letter, word, phrase, or sentence	Paul exercises everey morning.
/	Change a capital letter to a small letter	My watch is not Working.
≡	Change a small letter to a capital letter	We are leaving on our trip monday. ≡
SP	Check the spelling of a word	I (new) it was time to leave.

Rewrite the edited passage to confirm the improvements in writing.

- Provide sample sentences to allow the student to practice finding mistakes and using editing marks.
- Have the student write sentences with an error in each one. Sentences may reflect errors in usage, capitalization, punctuation, and spelling. Pair students, and have them trade papers and correct each other's mistakes, orally and in writing. Hold a class discussion so students may share examples.
- Hold a class discussion and lead students to discover the editing procedure. Have the student edit work in a systematic way, looking for specific errors by reviewing a passage four times:
  1 - Have students read and correct for errors in usage.
  2 - Have students review the passage for punctuation errors.
  3 - Have students review the passage for capitalization errors.
  4 - Have students review the passage for spelling errors.

Provide a short passage for students to use with this process.

- Have the student self-evaluate his/her work according to the four editing aspects:
  Did I (the student) check for usage?
  Did I check punctuation?
  Did I check capitalization?
  Did I check spelling?

18) Publishes selected works
- *Provide multiple opportunities for the student to exhibit a finished project by reading, reciting, presenting multi-dimensional projects, singing, illustrating through art, developing computer presentations, etc.*
- Provide examples of several projects that are ready to publish. Have the student evaluate the projects to target one project he/she would choose to publish. Lead a discussion and let the student share his/her opinions about which projects he/she would publish and why (support his/her opinions). Be sure that the student understands that all writing projects do not necessarily result in a published product.
- Instruct the student to make decisions about his/her writing throughout the writing process. Lead the student to evaluate his/her choice of the published product. Ask the following questions:
  Does your product illustrate the project as you intended?
  Is the product clear in meaning?
  Is the product neat and legible (if it is written)?

Writes for a purpose

19) Writes to inform
- Model writing to inform by reading a non-fiction book to students. Have a brainstorming session to identify important facts about the topic. Use the information collected to create:
  An advertisement for the topic
  A brochure
  A bumper sticker
  A comic strip
  A newspaper article utilizing the five (5) w's
  A trivia game
- Have the student develop a "How To" project for a regular activity. Share it with a younger student and let the younger student complete the project. For example, "How to make a peanut butter and jelly sandwich" or "How to draw a straight line using a ruler."
- Provide skill practice in other areas of informational writing, such as:
  Telephone messages: who, when, where, why/what
  Newspaper articles highlighting classroom activities (remember the 5 w's)
  Summaries of interviews
  Autobiographies
  Writing directions
  Writing recipes

20) Writes to communicate

- Model strategies for correct format of friendly letter. Write a class letter to another class, sharing classroom highlights.
- Have the student write letters to friends and/or family members telling about classroom happenings.
- Plan an event for which the student could write invitations.
- Have the student write a thank-you note for or to:
  - Volunteers - school
  - Community workers
  - Favorite author
  - Principal/assistant principal
  - Parents, grandparents, etc.
- *Model strategies for writing e-mail messages. Share e-mail messages with another class/school.*
- *Have the student write or e-mail letters for or to:*
  - Favorite authors
  - Movie/TV stars, sports figures
  - Pen pals
  - Elderly people in a nursing home
  - Character from a story
- *Have students use a graphic/drawing tool to create greeting cards for special occasions, such as:*
  - Holidays
  - Get well
  - Miss you
  - Birthday
  - Awards/Congratulations
  - To a character from a story
- Establish dialogue journals using partners:
  - Adult/student
  - Student/student
  - Character (from a story)/student

21) Writes to entertain

- Have student write stories (reinforcing student knowledge of story elements before writing) that depict the following genres:
  - Mysteries
  - Sports/Action stories
  - Fables
  - Fairy tales
  - Science fiction
  - Biographies
  - Humorous stories
- Teach by modeling the cloze procedure. Provide a poem [with missing words] and allow small group, partner, and individual practice.

- Provide instruction in writing various types of poetry. Have student create a book of poetry highlighting these poetry formats:

  Acrostic poems--choose a word that is related to a topic under study. Write the word vertically on a page. For each letter of the word, create a phrase that begins with the letter and relates to the topic.

  Bountiful ideas,
  Open doors to new horizons,
  Only limited by your imagination…
  Keep working toward your best,
  Success!

  Haiku poems are based on a specific pattern, such as:

Line 1 has 5 syllables	Rain lightly falls down,
Line 2 has 7 syllables	Covers the ground with raindrops,
Line 3 has 5 syllables	Now flowers will grow.

  Couplets are two-line poems that rhyme, such as:

  It's raining, it's pouring,
  The old man is snoring.

  Provide writing opportunities that highlight rebuses, riddles, and jokes.

  Rebus (I hear a bell)

  Riddles What is four feet tall, is green, and has ears? (Corn on a stalk)

  Jokes What did the stamp say to the letter? (I'm stuck on you!)

- Using a familiar story, have the student rewrite the story, changing one or more story elements.
- Guide students in writing a play and performing it in cooperative groups. *Videotape play to share with other classes.*

22) Writes to describe

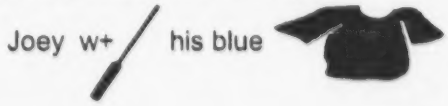
- Have the student listen to a story or a musical selection or view a print of a painting, and write a description of their impressions of the selection.
- Display a print of a painting or other art object and have student write a description of the item, using appropriate terminology. Refer to the Mississippi Fine Arts Framework "Glossary" for vocabulary words.
- Model the science process skills of observation and communication using a found object in the classroom. Student can guess the object, then have the student write his/her own observation and work with partners to solve.

- Read a selected passage from a story and ask student to write about how the character feels.
- Have the student write descriptions of:
  - *His/her favorite meal*
  - *His/her worst day*
  - *His/her greatest wish*
  - *Have students write a description paragraph and email it to another class to draw. These can be published on a web site.*

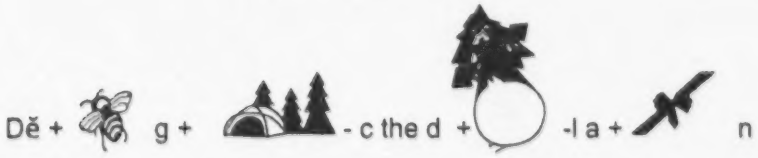
23) Writes for a specific audience

- Present different types of written documents to student. Have student identify for whom the documents were written. Who is the audience?
  Songs
  Poems
  Informational books/documents (e.g., telephone book, dictionary, atlas, or menu)
  Trade books of different levels
  Comics
- Have student write an invitation to a friend for a birthday party. Have student write an invitation to his/her grandparents for the same party. Have student compare and contrast the two invitations as a whole group.

- Display several rebus sentences and equivalent written sentences. Prompt student to identify the audience of each. For example,



Joey **wore** his blue **shirt**.



Debbie gave the dog a bone.

SENTENCE PATTERNS

Sentence patterns represent the order in which words appear in a sentence. These patterns are the skeletons to which other parts of speech, phrases, and clauses can be added. These sentence patterns serve as the basis for the structure of the language. Once the student understands the concept of sentence patterns, he/she can create more vivid sentences.

The following six (6) sentence patterns are taught at the following appropriate grade levels (Individual student should be allowed to progress to utilize more complex sentences as applicable):

K-3	S + V
	S + V + DO
4-8	S + V + IO + DO
	S + LV + PA
	S + LV + PN
9-12	S + V + DO + OC

S = Subject
V = Verb
DO = Direct Object
IO = Indirect Object
LV = Linking Verb
PA = Predicate Adjective
PN = Predicate Noun
OC = Object Complement

Instruct students to utilize sentence patterns in writing through questioning techniques, being cognizant that labeling parts of speech and functions is not best practice for teaching usage.

Questions that will assist in constructing a more complex sentence from a simple sentence include:

Father builds. (S + V)

Father builds, what? For whom?
Father builds the family a house. (S + V + IO + DO)

Father builds the family what kind of house?
Father builds the family a new, brick house (Adding adjectives)

How does father build the family a new brick house?
Father meticulously builds the family a new, brick house. (Adding an adverb)

Sample Writing Assessment Rubric

SECOND GRADE

Score 3 - High Pass

- The student stays with the topic with minimal deviations.
- The student uses a title that may or may not relate to the story.
- The student writes some complete sentences.
- The student uses some story elements.
- The student uses some conventional spelling.
- The student develops a story with some sequence.

Score 2 - Pass

- The student deviates from the topic.
- The student uses a title not related to the topic.
- The student expresses some complete thoughts.
- The student uses one story element.
- The student uses some invented spelling, but it does not inhibit reader's understanding.
- The student may not tell the events in proper sequence.

Score 1 - Needs Assistance

- The student does not write about the topic.
- The student does not use a title.
- The student expresses self in a way that inhibits reader's understanding.
- The student does not demonstrate knowledge of story elements.
- The student does not demonstrate knowledge of sound/symbol relationships.
- The student does not tell the story in proper sequence.

Score 0 - No Response

Sample Writing Assessment Rubric

THIRD GRADE

Score 3 - High Pass

- The student stays with the topic with minimal deviations.
- The student uses a title related to the story.
- The student writes in complete sentences.
- The student uses some story elements.
- The student uses mainly conventional spelling.
- The student develops story sequentially.

Score 2 - Pass

- The student deviates from the topic.
- The student uses a title not related to the topic.
- The student expresses complete thoughts, not necessarily in complete sentences.
- The student uses one story element.
- The student uses some invented spelling, but it does not inhibit reader's understanding.
- The student may not tell the events in proper sequence.

Score 1 - Needs Revision

- The student does not write about the topic.
- The student does not use a title.
- The student expresses self in a way that inhibits understanding.
- The student does not demonstrate knowledge of story elements.
- The student does not demonstrate knowledge of sound/symbol relationships.
- The student does not tell the story in proper sequence.

Score 0 - No Response

WRITING RUBRIC

Student _____ Date _____

The Student	Rating	Comments
Stays on the topic with no deviations	5 4 3 2 1	
Addresses intended audience appropriately	5 4 3 2 1	
Uses detail to support the main idea	5 4 3 2 1	
Writes using complete sentences	5 4 3 2 1	
Sequences events clearly	5 4 3 2 1	
Uses varied sentence patterns that flow meaningfully and are easy to read	5 4 3 2 1	
Uses standard English	5 4 3 2 1	
Uses correct grammar/punctuation	5 4 3 2 1	
Uses correct spelling	5 4 3 2 1	
Uses story elements	5 4 3 2 1	

Total Accumulated Points [ ] = [ ] ÷ [10] = [ ]

Column Tally **Total** **Score**

The writing piece shows evidence of:

5 Consistent, accurate use of all conventions.
4 Consistent use of some basic conventions.
3 Somewhat consistent use of some basic conventions.
2 Inconsistent use of a few basic conventions.
1 Fragmented, minimal use of basic conventions.

ON-LINE RESOURCES

The reading/language arts teacher should use this guide to find extra information about technology that can enhance student achievement in reading. Due to rapid changes in technology, specific information will be updated; the resources included here are as current as possible. (April 2002)

Search Tools

Yahoo	http://www.yahoo.com
Excite	http://www.excite.com
Altavista	http://www.altavista.com
Lycos	http://www.lycos.com
Hotsheet	http://www.hotsheet.com
Infoseek	http://www.infoseek.com
Dogpile	http://www.dogpile.com/index.gsp
Metacrawler	http://www.metacrawler.com
Northern Light	http://www.northernlight.com

Search Engines Especially for Kids

Yahooligans	http://www.yahooligans.com
Surfnet for kids	http://www.surfnetkids.com
Cyber Kids	http://www.cyberkids.com
Ask Jeeves for Kids	http://www.ajkids.com

Language Arts Sites: Search for These Sites

Animal Alphabet
Fairy Tales
Lessons Aesop
Never Taught
Creative Writing for Kids
Language Arts
Language Arts Links from
On-line Activities
General K-3 Site for
Enchanted Learning

Current Events/News

CNN	http://www.cnn.com
USA Today	http://www.usatoday.com
MSNBC	http://www.msnbc.com
ESPN	http://espn.go.com
Weekly Reader	http://www.weeklyreader.com/index.html
Weather Channel	http://www.weather.com/

Activity-Based

Puzzle Maker	http://www.puzzlemaker.com/
Vocabulary Builder	http://www.soundpuzzle.com/
Headbone	http://www.headbone.com
Vocabulary Games	http://www.vocabulary.com

Teacher Resource

Classroom Connect	http://www.classroom.net/
Teacher's Network	http://www.teachnet.org/
Kathy Schrock's Guide for Educators	http://www.capecod.net/schrockguide
Florida Information Resource Network	http://www.firn.edu
Educational Pages	http://www.education-world.com/
Current Issues	http://www.k12connection.org/
MDE/OET	http://www.mde.k12.ms.us/oet

Reference

Literature/Reading Highlights

The Children's Literature Web Guide
http://www.ucalgary.ca/~dkbrown/index.html

Ask the Author
http://www.ipl.org/youth/AskAuthor

Carol Hurst's Children's Literature site
http://www.carolhurst.com/titles/allreviewed.html

Young Adult Literature Library
http://www.uiowa.edu/~english/litcult2097/tlucht/lit-yalib.html

General Reference

Magnolia	http://www.epnet.com/ehost/magnolia/login.html
Ask Jeeves	http://www.askjeeves.com
Internet Public Library	http://www.ipl.org

GLOSSARY OF TECHNOLOGY TERMS

- **Acceptable Use Policy** – a written agreement signed by teachers, students, and parents outlining terms and conditions of Internet use
- **Brainstorming/Mapping Tools-** programs that allow the teacher to type in ideas generated by brainstorming or mapping discussions; ideas are then organized graphically by the computer
- **CD-ROM** (Compact Disk Read Only Memory)- a disk which holds up to 600 megabytes of information
- **CD-ROM Drive** - the disk drive that allows a CD-ROM disk to be played
- **Computer Journal**- a journal kept by students using a word processing program and a computer
- **Data**- pieces of information
- **Database**- a collection of information that can be organized and sorted; similar to an electronic filing system
- **Data Analysis Tools**- programs that allow the user to reduce large amounts of information into manageable reports; databases and spreadsheets are common data analysis tools
- **Digital Camera**- produces images in digital form without using regular photographic film
- **Directory Information Services**- an online source of local and/or nationwide listings of businesses; ***The Real Yellow Pages Online*** and ***At Hand Network Yellow Pages*** are examples of directory information services found on the World Wide Web.
- **E-mail**- short for electronic mail you can send or receive directly on your computer via modem or network
- **Electronic Reference Resources**- encyclopedias, dictionaries, atlases, almanacs, and content-specific software programs; usually on CD-ROM
- **Electronic Student Portfolio**- a purposeful collection of work, captured by electronic means, that serves as an exhibit of individual efforts, progress, and achievements in one or more areas. Planning is the most important aspect of the electronic portfolio. As much as possible, students should control the portfolio development process. The overall vision and purpose of the portfolio is to provide students with a way to reflect on their work and self-monitor their progress using some kind of criteria.
- **Font**- a design for a set of characters; a combination of typeface, size, pitch, and spacing
- **Global Positioning System**- an electronic system that allows directional tracking using satellites
- **Graphic**- a picture or design
- **Graphics Program**- a program that allows one to use electronic pictures or designs
- **Graphics/Drawing Tools** – paint programs that allow information to be expressed through art; a computer and monitor are used rather than paper and paint
- **Homepage**- the main page of a web site; serves as a table of contents to other documents stored at that web site
- **Hypermedia**- programs that allow the user to interact with information on the computer screen
- **Hypertext**- programs in which the text is an active button that can be clicked to reveal something
- **Interactive**- a program, game, or presentation where the user is able to interact and participate in what is going on
- **Internet**- a worldwide network of about half a million computer users belonging to research organizations, the military, institutions of learning, corporations and so on
- **Internet Service Providers** (ISP)- companies that provide service to the Internet

- **Modem**- device that allows computers to communicate with other computers via the telephone line
- **Network**- communication or connection system that lets one computer talk with another computer, printer, or other device
- **Online Resources**- resources that are located by using the World Wide Web
- **PC to Television Converter** (tv converter) - a device that converts computer images to video so that the television can become a display device for the computer
- **Presentation Tools**- programs that allow one to create a computer presentation that involves still images, moving video, sound, animation, art, or a combination of all of these (multimedia)
- **Scan**- to convert an image by passing it through a scanner
- **Scanner**- a device that takes a picture of a document that exists outside of the computer and digitizes the image to put in the computer
- **Search Tools/Engines**- Internet tools that allow one to locate information about topics of interest
- **Software**- computer instructions or data that is stored electronically
- **Spreadsheet**- software program for financial or other number-related information processing, composed of rows and columns, with individual boxes (cells) inside of each to hold information
- **Template**- a sample document which can be created by the teacher, saved, and later edited by students; in spreadsheet and database applications a template is a blank form that shows which fields exist, their locations, and their length
- **URL** (Uniform Resource Locator)- the address of a given location or document on the Internet
- **Video Journal**- a journal kept by students using a video camera
- **Virtual Reality**- a simulated environment through the use of a computer which appears to be real
- **WWW** (World Wide Web)- a system of Internet servers that supports documents formatted to support links to other documents as well as graphic, audio, and video files
- **Web Site**- a location on the World Wide Web
- **Word Processing**- programs that allow one to create, edit, and print documents using a computer
- **Writing/Publishing Tools**- include word processing and desktop publishing programs and are used to produce printed documents that contain graphics and special-effect text

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